Instructional Collaboration



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|  | Learning Content | Sharing/Delivering Content | Collaborative Planning | Reflection/Improvement Processes | Modelling Processes | Observing Peer Teaching | Co-teaching/Modelling |
| Description | Gaining a deeper understanding of your area of focus | Delivering or facilitating PD for staff | Working together in pairs, PLCs, or as a school to create or refine the quality learning environment for students | LST members use structured processes for planning and refining the quality learning environment for students | LSTs members observe practice of other LST members before going into other teachers’ classrooms.  Share learning with staff. | Peers have choice of partner and purpose of observation.  LST facilitates this process. | LST member co-teaches or models with a staff member or team.  LST member facilitates co-teaching or modelling between staff members. |
| Skills | * Critical Thinking Skill in relation to Research | * Facilitation Skills * Communication Skills * Staff Engagement | * Listening Skills * Facilitation Skills * Asking quality questions * Conflict Resolution * Build trust | * Awareness of tools and processes that facilitate reflective practice towards goals. * Facilitation Skills * Listening Skills * Asking Quality Questions * Conflict Resolution | * Trust within LST * Data Collection Skills * Quality Questions * Effective Listening * Willingness * to take risks * Conflict Resolution | * Awareness of promising practices occurring in school. * Assist in creating appropriate partnership * Conflict Resolution | * Awareness of promising practices occurring in school. * Assist in creating appropriate partnerships * Conflict Resolution |
| Exemplars | * Reading * Research * Attending PD * Gathering Resources | * Staff Meetings * PLCs * One-on-One Sharing * Facilitating others to share | * Program planning for a student * Refining a unit of study * Analysing assessment data | * Tuning Protocols * Data-focussed discussions * Facilitation Strategies (e.g. Stop, Start, Continue) | * Classroom observation with purposeful data collection * Videoing * Debriefing learning about process with staff | * LST covers class(es) for peer(s) to observe colleague. * LST plays matchmaker. * LST works with pairs to ensure observation is meaningful and purposeful. | * LST covers class(es) for peer(s) to observe colleague. * LST plays matchmaker. * LST works with pairs to ensure co-teaching or modelling is meaningful and purposeful. |

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| 1. *First impressions/Questions?* | 1. *As you reflect on this continuum as an LST:*     1. *What are the strengths of your team?*    2. *What are some areas you’d like to explore?* |